



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Ed. 7 759.08.10

Harvard College Library



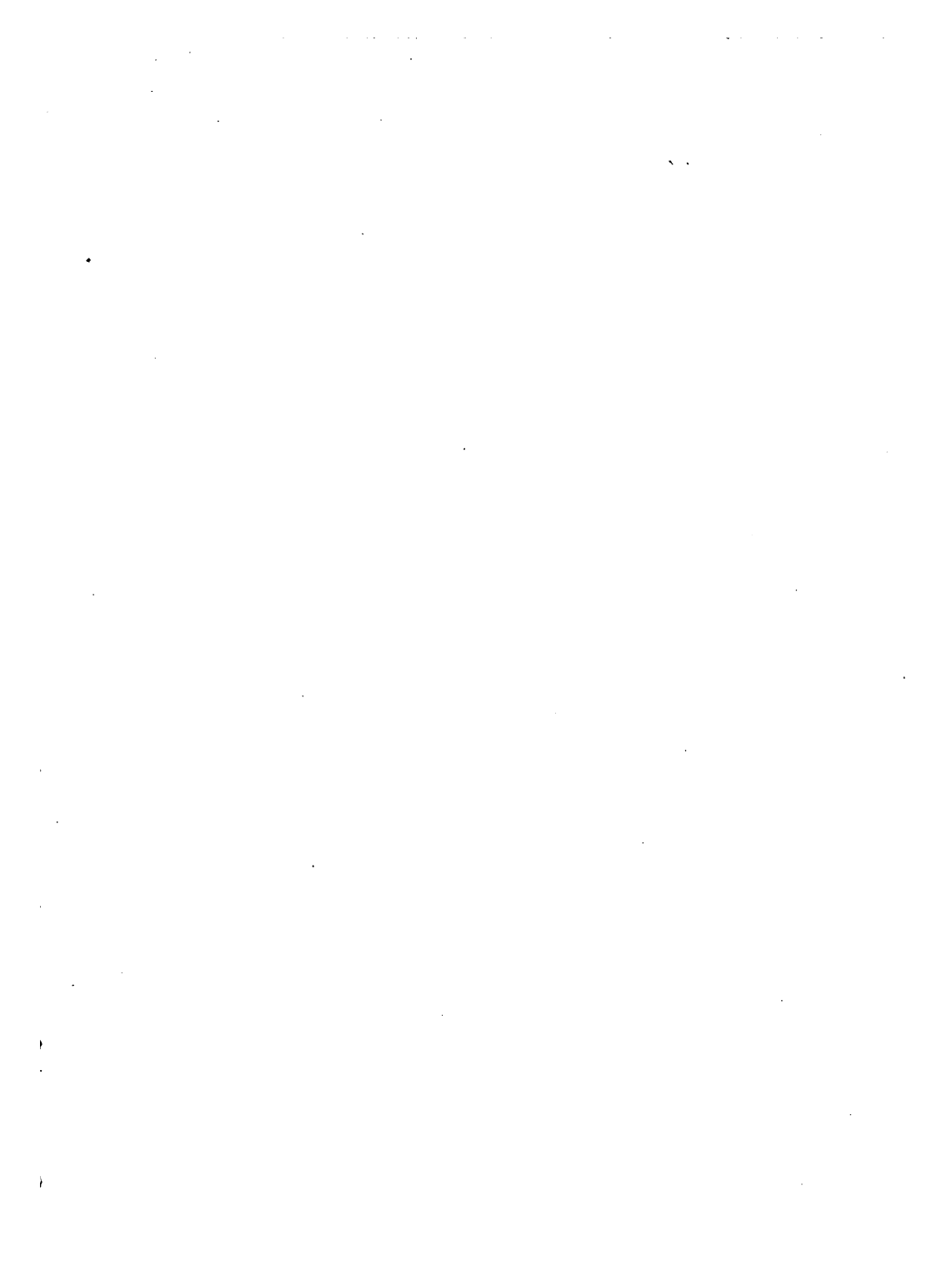
LIBRARY OF THE
DEPARTMENT OF EDUCATION

COLLECTION OF TEXT-BOOKS
CONTRIBUTED BY THE PUBLISHERS

**TRANSFERRED
TO
HARVARD COLLEGE
LIBRARY**



3 2044 097 080 733





A decorative border made of stylized vines and leaves, with two large flowers at the top corners and a scroll-like flourish at the bottom center.

THE
BEGINNERS'
PRIMER



HOUGHTON MIFFLIN COMPANY
BOSTON NEW YORK CHICAGO

1903

~~I 73-1652~~
F d . c T 759.03.210
✓

COPYRIGHT 1908 BY HOUGHTON, MIFFLIN AND COMPANY
ALL RIGHTS RESERVED

15 June 1914
Harvard University
Dept. of Education Library
Gift of the Publishers

TRANSFERRED TO
HARVARD COLLEGE LIBRARY
MAY 6 1921

THE RIVERSIDE PRESS, CAMBRIDGE, MASS., U. S. A.
PRINTED BY H. O. HOUGHTON AND COMPANY



The bird little sings

The bird.

The little bird.

The bird sings.

The little bird sings.

Sing, little bird.

Little bird, sing.

Sing, little bird, sing.



to me



The bird sings.

The bird sings to me.

The little bird sings to me.

Sing, little bird.

Sing to me.

Sing to me, little bird.

Sing, little bird, sing.

Sing, little bird, sing to me.

a song

Sing, little bird, sing.

Sing a song.

Sing a song to me.

Little bird, sing a song to me.

The little bird sings.

The little bird sings to me.

The little bird sings a song to me.

Little bird, sing.

Sing a song, little bird.

Sing a song to the little birds.

The birds sing.

The birds sing to me.

The birds sing a song to me.

is in tree red



A little bird is in the tree.

The little bird is red.

Sing, little red bird.

Sing in the tree.

Sing a song in the tree.

Sing a song to me.

Little red bird is in the tree.

Little red bird sings in the tree.

Little red bird sings to me.

Little red bird sings a song to me.

Sing, little red bird, in the tree.

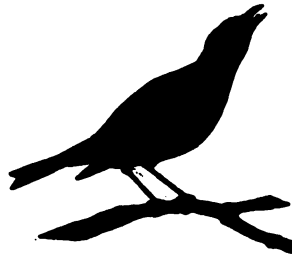
Sing, little red bird, sing a song to me.

Little red bird in the tree, sing a song to me.



(Review)

Little red bird in the tree,
In the tree,
In the tree,
Little red bird in the tree,
Sing a song to me.



about roses

Sing, little bird in the tree.

Sing a song to me.

Sing about the tree.

Sing about me.

Sing about the roses.

Sing about the red roses.

Little red bird is in the tree.

Little red bird sings to me.

Little red bird sings a song.

Little red bird sings about red roses.

(Word Drill)

bird sing rose tree song

birds sings roses trees songs



are on garden wall

The roses are red.

The roses are in the garden.

The roses are on the garden wall.

Trees are in the garden.

Red birds are in the trees.

The birds sing songs in the trees.

Sing, little red birds.

Sing songs in the garden.

Sing songs on the garden wall.

Sing to me, red birds.

Sing about the trees.

Sing about the garden.

Sing about the red roses.

Sing about the roses on the garden wall.

swing tree-top tall

A tall tree is in the garden.

A little swing is in the tall tree.

The little swing is a bird swing.

The bird swing is in the tree-top.

The red bird swings in the tree-top.

The red bird sings in the swing.

Swing, little bird, swing.

Sing, little bird, sing.

Swing in the tree-top.

Swing in the tall tree.

Sing me a song, little bird.

Sing me a song about red roses.

Sing about red roses on the garden wall.

Sing me a song about a bird swing.

Sing about a bird swing in the tree-top.



(Review)

Sing about the roses
On the garden wall,
Sing about the bird swing
On the tree-top tall.



The Red Bird.

(Review)

Little red bird in the tree,

In the tree,

In the tree,

Little red bird in the tree,

Sing a song to me.

Sing about the roses

On the garden wall,

Sing about the bird swing

On the tree-top tall.

Little red bird in the tree,

In the tree,

In the tree,

Little red bird in the tree,

Sing a song to me.

(Silent Reading)

(To the teacher : — Let the pupils read the following questions silently, then answer each aloud in a complete sentence.)

Who

Who sings in the tree ?

Who sings to me ?

Who sings a song to me ?

Who sings about the bird swing ?

Who sings about the roses ?

Who sings on the tree-top ?



I came girl said gather

The Girl and the Bird.

Red bird came into the tree-top.

A little girl came into the garden.

Red bird came to swing.

The little girl came to gather roses.

“Sing to me, little red bird,” said the girl.

“Sing me a song about the bird swing.”

“I came to swing, little girl,” said the bird.

“I came to swing in the tree-top.

Sing to me, little girl.

Sing me a song about the roses.

Sing about roses on the garden wall.”

“I came to gather roses,” said the girl.

“I came to gather red roses in the garden.”



The little bird sings :

“Gather roses, little girl.

Gather roses in the garden.

Gather red roses, little girl.

Gather red roses on the garden wall.

I came to swing, little girl.

I came to swing in the tree-top tall.”

The little girl sings :

“Swing, swing, little bird.

Swing, swing on the tree-top.

Swing in the bird swing, little bird.

Swing in the bird swing on the tree-top tall.

I came to gather roses, little bird.

I came to gather roses on the garden wall.”

(Silent Reading)

(For directions see page 11)

Where

Where is the little red bird?

Where is the little girl?

Where is the bird swing?

Where are the red roses?

Who came into the garden?

Who said, "I came to swing, little girl"?

Who came into the garden to gather roses?

Who said, "Sing to me, little bird"?



have you boy been did

Boy: Where have you been, little girl?

Girl: I have been in the garden.

Boy: Are the roses in the garden?

Girl: The roses are on the garden wall.

Boy: Did you gather the roses?

Girl: I gathered the red roses.

Boy: Who is in the garden, little girl?

Girl: Little red bird is in the tree-top.

Boy: Did little red bird sing you a song?

Girl: Little red bird came to the garden to
swing.

Boy: Where did little red bird swing?

Girl: Little red bird swings in the bird swing.

Boy: Where is the bird swing?

Girl: The bird swing is in the tall tree.

Boy: Have you been in the bird swing?

Girl: I have been on the garden wall.

Boy: Did you sing on the garden wall?

Girl: I gathered roses. Little birds sing.

Boy: Little birds sing about a little girl who
gathered roses in the garden.

Girl: Little boy, have you been in the garden?

Boy: A little girl sings about a red bird who
swings in the tree-top.



(To the teacher:— In the following exercises a dash is used to represent each missing word. Let pupils insert the right word in each sentence.)

gather gathers

I ——— roses.

The little girl ——— roses.

Did you ——— the red roses?

sing sings

I ——— a song.

Red bird, ——— to me.

The red bird ——— to me.

The little girl ——— a song.

You ——— a song to me.



(Silent Reading)

What

What did the little girl gather in the
garden?

What did the little bird sing about?

What did the little girl sing about?

Did red bird gather roses?

Did the little boy gather roses?

Who did gather the red roses?

Who said, "Where have you been, little
girl"?

Who said, "I have been in the garden"?

Who said, "Did you gather the roses"?

Where did the little girl gather the roses?

Where did the little girl swing?

Where did red bird swing?

(Memorize before reading)

“Little girl, little girl,
Where have you been?”

“Gathering roses
To give to the queen.”

“Little girl, little girl,
What gave she you?”

“She gave me a diamond
As big as my shoe.”

give	gave	diamond
queen	my	as
big	shoe	she



(Silent Reading)

(Review)

Who gathered roses in the garden?

Where did the little girl gather the roses?

What did the little girl give to the queen?

Who gave the roses to the queen?

What did the queen give to the little girl?

Who gave the diamond to the little girl?

(Dialogue)

Was

Boy: Little girl, where have you been?

Girl: I have been gathering roses.

Boy: Where did you gather the roses, little girl?

Girl: I gathered the roses in the garden.

Boy: To give to me, little girl?

Girl: I gave my roses to the queen.

Boy: Where was the queen?

Girl: The queen came into the garden.

Boy: Did you gather red roses?

Girl: I gathered big, red roses.

Boy: Did the queen gather roses?

Girl: I gathered roses to give to the queen.

Boy: What did the queen give you?

Girl: She gave me a diamond.

Boy: Was the diamond as big as a rose?

Girl: The diamond was as big as my shoe.



(Silent Reading)

(To the teacher: — First, let the pupil read the sentence to himself ; second, let him act out the sentence or do what it requires ; third, let him read the sentence aloud. For this exercise the objects named, or their pictures, should be at hand.)

book

I have a book.

I give my book to you.

I give the big book to you.

I give the little book to a boy.

I gave a book to a little girl.

I gave the red book to a boy.

I came to you.

I came to you, little boy.

I came to you, little girl.

I give you a book, little girl.

I give you a book, little boy.

May

May has too under thank

A little girl came into the garden.

The little girl was May.

She came to gather roses to give to a queen.

A little boy came into the
garden.

The little boy came to
swing.

He has a big swing under
the tree.



Little red bird came into the garden, too.

He came to sing.

He sings in the bird swing in the tree-top.

“Where are the big, red roses, little boy?”
said May.

“Big roses are on the garden wall, May.

Little roses are under the trees.”

“Thank you, little boy,” said May.

“You may have a big rose.”

“Thank you, little girl,” said the boy.



“You may have my red book.”

“Thank you, little boy,” said May.

“You may gather my roses.”

“Thank you, little girl, you may
swing in my swing.”

Little red bird sings in the tree-top.

May swings under the tree.

The little boy gathers roses on the garden
wall.

(Silent Reading)

(Review)

Who has a swing in the tree-top ?

Who has a swing under the tree ?

Who swings in the tree-top ?

Who swings under the tree ?

What did the little boy gather ?

Where did the boy gather roses ?

What did the little boy give to May ?

What did May give to the little boy ?

Who said, "Thank you, little boy ?"

What did May gather ?

Did May give the roses to the boy ?

What did the boy say to May ?

Where did the boy swing ?

Where was the little red bird ?

(Phonetic Exercises)

(To the teacher :— Let the pupils pronounce distinctly, but rapidly, each word, using the word at the top of the column to discover the sound which follows the initial letter or letters ; as, May — ay — play. Pupils should afterward write the list, completing each word. These phonetic exercises should be reviewed frequently.)

May	h—
-----	----

(ay)	s—
------	----

pl—	l—
-----	----

d—	w—
----	----

Did you see May ?

What did May say ?

May said, “I came to play.

I came to play in the hay.

I came to play to-day.”

Did the boy play ?

The boy lay on the hay.

The boy was in the way.



Willie

Willie go will with mother
“Mother, may I go to play?” said Willie.

“Where will you go to play, Willie?”

“I will go into the garden to play, mother.”

“Who is in the garden, Willie?”

“May is in the garden.

She is gathering red roses.

She has gathered roses on the garden wall.

She has gathered roses, too, under the trees.”

“Will you play with May, Willie?”

“I will play with May, mother.

I will swing May under the tree.

She will sing to me.

She will give me red roses.”

“What will you give May?”

“I gave May my red book to-day.”

“What did she say?”

“She said, ‘Thank you, little boy.’”

“Willie, you may go to play with May.”

“Thank you, mother.”

(For the following exercise see directions on page 18)

has have

I ——— a book.

May ——— a rose.

Willie ——— a big shoe.

Red bird ——— a swing.

The birds ——— a swing.

The little girl ——— a big diamond.

You ——— a book.

——— you a red book?

——— Willie a rose?

——— the birds a swing?

——— the queen gathered roses?

(Word Drill)

gather gathered gathering

play played playing

(Silent Reading)

(See page 24)

desk

I go to the big desk.

My book is on the desk.

My book is in the desk.

My book is under the desk.

I go to a little girl's desk.

I came to my desk.

I came to the boy's desk.

I lay my book on the big desk.

I lay the big book on the girl's desk.

I lay the little book on my desk.

I gave the red book to a boy.

I say, "Thank you."

I say, "What day is it?"



(Memorize before reading)

“Willie boy, Willie boy, where are you going?

I will go with you, if I may.”

“I ’m going to the meadow, to see them
a-mowing.

I ’m going to see them make the hay.”

if	going	I ’m	meadow
them	mowing	see	make



(Dialogue)

We

Mother: Where are you going, Willie?

Willie: I'm going to the meadow, mother.

Mother: Who is going with you?

Willie: May will go, mother.

May: I 'm going to the meadow with Willie, mother.

Willie: Will you come, too?

Mother: What will you see in the meadow?

Willie: We will see them mowing.

May: We will see them make hay.

Mother: I will go, too, if I may.

May: We will make hay, mother.

Mother: Where will we make hay?

Willie: In the meadow.

Mother: We will go to the meadow to see them a-mowing.

May: We will go to see them make hay.

Willie: I will make hay in the meadow, too.

Mother: We will make hay with you.

May: We will play in the hay.

(Silent Reading)

Where did Willie go?

Who was with Willie?

Did the mother go, too?

Who said, "I'm going to the meadow with
Willie, mother?"

What did Willie see?

Where did Willie make hay?

(Word Drill)

go

play

gather

going

playing

gathering

sing

swing

see

singing

swinging

seeing

have

give

make

having

giving

making



Playing in the Garden

went not saw here

“Where is May, mother?” said Willie.

“May went into the garden to play,” said mother.

“If she is playing in the garden, may I play in the garden, too?”

“You may go, too, Willie.”

Willie went into the garden.

“Did you see May, red rose?” Willie said.

“I saw May in the garden.

She was gathering roses on the wall.

She is not here.

She went away to the swing,” said the red rose.

Willie went to the swing.

May was not in the swing.

A little bird was singing in the tree.

“Did you see May, little bird?”

“I saw a little girl swinging in the swing.

She went away.

She went to the meadow,” said the bird.

“I will go to the meadow, too,” said Willie.

Away went the little boy.

Willie did not see May in the meadow.

“May! May! Where are you?”

“I’m here! I’m here!”

“Where? Where are you, May?”

“Here! here, under the hay.”

“What did you say?”

“I’m here, under the hay.

I saw you in the garden; I came away.”

(Silent Reading)

This

This is my shoe.

This is a girl.

This is a boy.

This is you.

This is I.

This is a desk.

This is a book.

This is my book.

This is a red book.

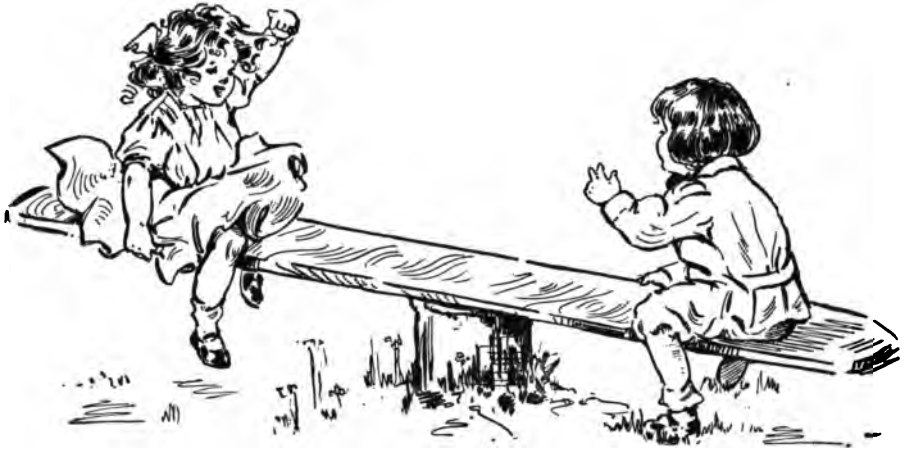
This is my desk.

This is not my desk.

This is a girl's desk.

This is a boy's shoe.

This is not a boy's shoe.



(Memorize before reading)

See, saw, up and down,
This is the way to London Town;

See, saw, up and down,
Here we go to London Town;

Up and down, up and down,
This is the way to London Town.

up down and London Town

See-Saw

ever they do think

May and Willie are playing see-saw.

They are playing in the garden.

They play they are going to London Town.

The birds in the tree-top see them.

“I think the birds are playing see-saw, too,”

said May.

“See them go up! See them go down!”

“Do you think the bird swing is a see-saw?”

said Willie.

“Little birds, do you ever play see-saw?

Do you ever go to London Town?”

May sings, “See me go up, up, up!”

Willie sings, “See me go down, down,
down!”

May sings, "See-saw, up and down,

This is the way to London Town."

Willie sings, "You go up as I go down,

And away we go to London Town!"

May sings, "Did you ever go up? Did you
ever go down?"

Did you ever go away to London Town?"

The little birds sing, too.

What do you think they sing?

(Silent Reading)

Who are playing see-saw?

Where are they playing?

What did Willie say to the little birds?

What did May sing?

Did the little birds sing, too?

Do you think birds play see-saw?

The Cat and the Bird.

ran out catch he cat flew



May has a little cat.

The cat ran out into the garden.

Red bird was on the garden wall.

He was singing a song.

He did not see the cat.

The cat lay down under a tree.

She saw the little bird.

“I will catch the bird,” she said.

“Little bird! Little bird! See the
cat!

She will catch you!” said May.

Red bird saw the cat.

Away to the tree-top he flew.

The cat ran away.

She did not catch the bird.



The Boy and the Owl.

there barn some an owl

There was a little boy went into a barn,
And lay down on some hay;
An owl came out and flew about
And the little boy ran away.



(Phonetic Exercise)

(See page 28)

and an

h— r—

s— f—

l— m—

b— p—

st— c—

Willie has a can.

May has a pan.

They play band with the pan and the can.

They ran on the land.

They came to the sand.

There they stand and play.

Said Willie: "I'm as big as a man to-day!"

"Will you hand me the fan?" said May.

(Silent Reading)

Who went into the barn?

What did he do there?

What did the owl do?

What did the little boy do?

Where do you think he ran?

(Dialogue)

home

mouse

child

Child: Where are you going, little cat?

Cat: I'm going home.

I have been away.

Child: Where have you been?

Cat: I have been to the barn.

Child: What did you do in the barn?

Cat: I went to catch a mouse.



Child: Did you catch a little mouse?



Cat: I did not.

Child: Did you see a little mouse?

Cat: I saw a little mouse.

Child: Where was he?

Cat: He was under some hay.

Child: What did you do, little cat?

Cat: I lay down on some sand.

The little mouse did not see me.

He came out of the hay.

He ran about the barn.

Did you ever see a mouse play,
my child?



Child: I did not.



Cat: He ran up and down on the sand.

I ran, too.

The mouse saw me.

“I will catch you, little mouse,” I said.

“Catch me if you can,” said the mouse.

A man came into the barn.

The mouse ran under the hay.

I ran home.

And I’m here.



(To the teacher : — Let the children find a little word in each of the following words ; as Can — an, Land — and.)

land

stand

sand

ran

pan

can

hand

man

going

away

band

play

fan

about

tan

(Silent Reading)

by

I stand.

I stand by you.

I stand by a little girl.

I stand by the big desk.

I stand by a little boy.

I stand by my desk.

I gave you my hand.

I hand my book to you.

I play I'm a bird.

I flew about the desk.

I play I'm a mouse.

I ran up and down.

I play I'm a cat.

I catch the little mouse.

Pussy Cat

(Memorize before reading)

“Pussy cat, pussy cat,
Where have you been?”

“I’ve been to London
To visit the queen.”

“Pussy cat, pussy cat,
What did you there?”

“I frightened a little mouse,
Under her chair.”

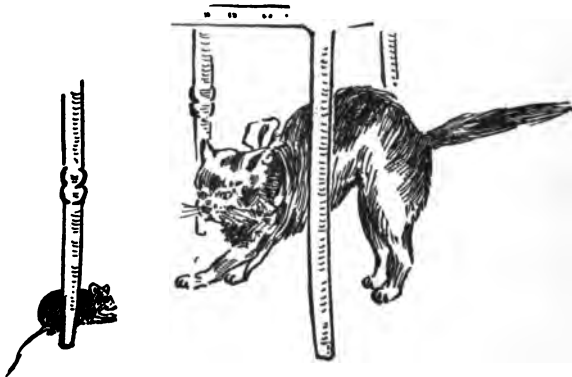
visit

frightened

chair

her

pussy



(Dialogue)

yes no

Child: Where have you been, pussy cat?

Pussy Cat: I have been to London.

Child: What did you do in London?

Pussy Cat: I went to visit the queen.

Child: Did you see the queen, pussy?

Pussy Cat: Yes, I saw the queen.

Child: Where was the queen?

Pussy Cat: She was in a big chair.

I saw a little mouse, too.

Child: Where? Where was the mouse?

Pussy Cat: He was under a chair.

Child: Under what chair, pussy?

Pussy Cat: He was under the queen's chair.

Child: Was the queen frightened, pussy?

Pussy Cat: No, the queen was not frightened.

She did not see the mouse.

Child: What did you do, pussy?

Pussy Cat: I frightened the mouse.

Child: Did you catch the mouse?

Pussy Cat: No, I did not catch the mouse.

He ran away.

Child: What did you give the queen?

Pussy Cat: I gave her some
red roses.



Child: What did she say,
pussy?

Pussy Cat: She said, "Thank
you, little pussy."

And I came away.

(Silent Reading)

choose be take

I choose a little girl to be queen.

I choose the queen's chair.

I take the queen to her chair.

I choose a little boy to be the mouse.

I take the mouse to the queen's chair.

I play I'm the pussy cat.

I visit the queen.

I frighten the little mouse.

I catch the little mouse.

I take the little mouse to my desk.

I give the queen some roses.

I take the queen to her desk.

I take the queen's chair away.

I go to my desk.

(Phonetic Exercise)

in	cat	tall
	at	all
p—	b—	b—
t—	h—	c—
sp—	m—	f—
	r—	h—
	s—	w—

A rat, a bat, and a ball
Sat down on a mat in the hall.
There came in a cat,
With a tall, tall hat;
Said she, "I am here on a call."
"Rat, rat," said the bat and the ball,
"Take this little tin pin
And give it a spin
And go away under the wall."

(To the teacher: (1) Read the following rhyme to the children; let them follow in their own books. After one reading, most of the children will know all the words. (2) Let the children sing the words. (3) Let them play the game.)



Here we go round the bramble-bush,
The bramble-bush, the bramble-bush;
Here we go round the bramble-bush,
On a cold and frosty morning!

This is the way we
wash our clothes,
Wash our clothes,
wash our clothes;—



This is the way we wash our clothes,
On a cold and frosty morning!



This is the way we dry our clothes,
Dry our clothes, dry our clothes ;
This is the way we dry our clothes,
On a cold and frosty morning !



This is the way we mend our shoes,
Mend our shoes, mend our shoes ;
This is the way we mend our shoes,
On a cold and frosty morning !

This is the way the ladies walk,
 Ladies walk, ladies walk;
 This is the way the ladies walk,
 On a cold and frosty morning!



This is the way the gentlemen walk,
 Gentlemen walk, gentlemen
 walk;



This is the way the gentlemen
 walk,

On a cold and frosty morning!

round	bramble-bush	cold	frosty
morning	wash	our	clothes
dry	mend	shoes	ladies
walk	gentlemen		

(Silent Reading)

This is the way I go round the bramble-bush.

This is the way we wash our clothes.

This is the way we mend our shoes.

This is the way the ladies walk.

This is the way the gentlemen walk.

This is the way I wash my hands.

This is the way I dry my hands.

This is the way the queen sat in her chair.

This is the way the boy lay on the hay.

This is the way the owl flew about.

The Bird on the Hat.

on it had again new

It was a cold, frosty morning.

A lady had been out walking.

She was on her way home.

She had on a new hat and new clothes.

On the hat was a little red bird.

As she walked under some tall trees, out
flew a big bird.

It was as big as an owl.

He saw the little red bird on the new hat.

Down, down, down he came.

He flew round and round the new hat.

What do you think he did?

Did he take the little bird?

Yes, and he flew away with it.

Up to the tall tree he flew.

The lady was frightened and ran away.

Do you think she will ever have a bird on
her hat again?

(Phonetic Exercise)

cold	mend	mother	round
old	end	other	
g—	b—	br—	f—
h—	s—	an—	gr—
s—	sp—		
t—			

I hold a book in my hand.

It is an old book.

I will mend it.

A man sold it to me.

He told me it was new.

I have a gold pin.

I found it on the ground.

My brother found another.

He will send it to me.

I will bend the end of it.



The Little Bush.

grew grow plant look good

A little bush grew in the garden.

It grew by the garden wall.

All the other plants in the garden looked
down on it.

“Look at the little plant!” they said.

“It is a bramble-bush.

What is it doing in our garden?

What good can a little bramble-bush do?”

“A bramble-bush can do no good, I have
been told,” said an old tree.

“What good can I do?” said the little plant.

“No good, I think.

I will bend to the ground and not look up.”

A little bird flew to the garden wall.

“Look up! Look up, little plant!”

This was the bird’s song.

“Do not bend to the ground.

Look up! Look up! Look up!

Grow! Grow! Grow!

This is what you have to do.

You are not a bramble-bush.

You are a rose-bush.

Some day you will grow tall.

You will have red roses.

The other plants will see you are good.

Look up, little plant, look up and grow.”

“Thank you, little bird,” said the plant.

“I will grow.

I will not look down again.”

And she did grow.

Day by day she looked up.

Day by day she grew taller and taller.

One day the bird had a new song.

It was about the roses on the garden wall.

What do you think the other plants said ?

(Pupils can find little words in the following words.)

gold

pin

brother

rat

bend

sat

hall

spin

mother

fall

send

sold

(Silent Reading)

(To the teacher : A pupil reads each of the following commands silently ; obeys the command ; tells what he does in a complete sentence ; as — I stand here ; I stand by you.)

Stand here.

Stand by me.

Stand by the wall.

Bend down.

Bend to the ground.

Look up.

Look around.

Look down.

Hold one hand up.

Hold the other hand up.

Walk to the desk.

Walk to the wall.

Take my book.

Go into the hall.

A Rainy Day.

rain come window want from
It is a cold day.

The rain has been falling all the morning.

The tall trees bend in the rain.

Willie stands at the window.

He looks out at the rain.

“Mother,” he says, “may I go out to play?”

“No, Willie, you see it rains.

You have had a cold.

I cannot have you take another.

Be a good boy and play at home to-day.

Here is May who wants to play with you.”

Willie looked out at the rain again.

He did not come away from the window.

“I want to go out,” he said.

Little May walked to the window.

“Willie,” she said, “come and play with me.

Come away from the window.

Come, and I will frighten the rain away.

I will sing a song to the rain.

‘Rain, rain, go away,

Come again some other day,

Little Willie wants to play.’”

Willie looked at May.

“I do not want to go out, May,” he said.

“I want to play with you.

We will play all day.

You are good to me, little May,

I will be good to you.”

(Word drill)

an other

to day

can not

another

to-day

cannot



Willie's Song.

drops panes speak
pitter patter

The rain did not go away.

“Come, Willie,” said May, “come to the window.

See the raindrops on the window pane.”

“I think they are playing,” said Willie.

“Are you playing, little raindrops?”

“Pitter, patter; pitter, patter,” said the raindrops.

“Where did you come from, little raindrops?”

“Pitter, patter; pitter, patter,” said the raindrops, as they ran down the window pane.

“Can you not speak, little raindrops?” said May.

“Pitter, patter ; pitter, patter,” said the rain-
drops.

“They do not want to speak,” said Willie.

“They want to play.

Come, May, they can play out there.

We can play here.

We can play and sing.

I will sing a new song to the rain.”

This is Willie’s song.

“Rain, rain, play to-day,

Do not go from here away,

Little raindrops want to play.”



a an

I saw — big bird.

It was — old owl.

I gave you — rose.

I will give you — other rose.

— boy went into a barn.

— owl flew out.

was were

The boys — playing in the garden.

The boy — playing in the garden.

You — speaking to me.

I — speaking to May.

The girls — speaking to the boys.

A girl — speaking to the boys.

Red bird — singing a song.

The birds — singing a song.

The Little Raindrops.

Oh of tell that
but means side why

Oh! Where do you come from,
You little drops of rain,
Pitter, patter; pitter patter,
Down the window pane?
Tell me, little raindrops,
Is that the way you play,
Pitter, patter; pitter, patter,
All the rainy day?
The little raindrops cannot speak,
But, “pitter, patter, pat,”
Means, “We can play on *this* side,
Why can’t you play on *that*?”

(Silent Reading)

Come to me.

Go to the window.

Stand by the window.

Come to my desk.

When do we go home?

Look out the window.

Tell me what you see from the window.

Tell me what the rain said.

Can the rain speak?

Tell me what the owl said.

Tell me where the raindrops played.

Who saw the raindrops?

What did May sing to the rain?

Tell me what you played to-day.

Tell me some one you saw to-day.

The Boy and the Owl.

(Review)

A little boy was playing ball in the barn.

As he ran to catch the ball a

big bird flew out.

The little boy was frightened.

“Oh, mother,” he called,

“Come here! Come here!”

Mother ran out to the barn.

“Oh, mother, a big bird flew out of the barn.

What was it?”

“I think it was an owl, but I cannot tell.”

The owl flew again into the barn.

“There it is! There it is! See, mother, see!”

“Where is it, Willie? I do not see it.”

“Look up there, mother. Do you not see it?”



“Oh, yes, I see it, Willie.”

“See, mother, there is a mouse by the hay.”

The owl saw the mouse, too. Down he flew.

“Oh, mother! See the owl catch the mouse!

May I catch the owl, mother?”

“No, you will frighten it away.

The barn is the owl’s home.

He came here to catch the little mouse.”

“He is not good,” said Willie.

“I will send some one to catch that old owl.”

“Who! Who! Who!” called the owl.

“I’m frightened, mother,” cried the boy.

“Take me away.

I can tell what the old owl means.

He means to say, ‘Who will catch me, little
boy?’”



The Owls.

moon know when bough two
 wink would

If you were an owl,

And I were an owl,

And this were a tree,

And the moon came out,

I know what we'd do.

You'd look at me,

And I'd look at you,

That's what we'd do,

When the moon came out.

We would stand, we two,
On a bough of the tree;
You'd wink at me,
And I'd wink at you;
That's what we'd do,
When the moon came out.

I know what we'd do
(That is, I and you);
Why, you'd sing to me,
And I'd sing to you;
That's what we'd do,
When the moon came out.

(Word drill)

we'd	you'd	I'd	that's
we would	you would	I would	that is

(Phonetic Exercise)

see	red	new	night
tr—	b—	fl—	l—
thr—	sl—	gr—	r—
b—	f—	d—	br—

There were three birds in a tree.

They were bright red.

Mother bird fed them.

One flew away when the mother did not
see her.

That was not right.

She had no bed at night.

She lay out in the cold dew.

There was no light.

In the morning, a bee found her and told
her mother.

(Silent Reading)

What makes the night light?

What makes the day light?

What can a bee make?

When do you go to bed?

Have you ever fed the birds?

What did you give them?

Did you ever see dew?

Where was the dew?

When did you see the dew?

When is it right to play?

(To the teacher:— Let the children finish the following sentences, making as many comparisons as possible.)

As bright as ——

As light as ——

As red as ——

The Fairies' Ball.

fairies dance

One night the moon was big and round.

That night the queen of the fairies gave
a ball.

It was in our garden.

All the fairies were there.

The queen looked up at the moon.

“See, my fairies,” she said, “the moon is round
and bright.

We can see to dance to-night.

Come one, come all.

Come dance at the fairies' ball.”

They danced under the trees.

They danced by the light of the moon.

They fed on the bright dew.

All night they danced.

When daylight came they flew away.

They went home to bed.

In the morning, Willie and May came into
the garden.

“See the dewdrops,” said May.

“Are they not bright?”

The fairies have danced here in the night.

The dewdrops are the fairies’ diamonds.”

(Word Drill)

gentlemen

beside

around

gentle men

be side

a round

moonlight

became

moon light

be came



The Fairies' Song.

sport begins doth trip

By the moon we sport and play,
With the night begins our day;
As we dance the dew doth fall;
Trip it, little fairies all!
Two by two, and three by three,
And about go we, and about go we.

(Silent Reading)

Where did the fairies dance?
When do fairies dance?
When does the fairies' day begin?
What gives the fairies light?
What did May think the dewdrops were?
What do the fairies do in the day?
Did you ever see the fairies?

(Phonetic Exercise)

sing	grow	tell
br—	sn—	b—
r—	kn—	w—
w—	sh—	f—
th—	bl—	sp—

(Silent Reading)

Bring two books to me.

Why do birds have wings?

Ring the bell.

Tell me what is as cold as snow.

Tell me a song that you know..

Tell me three things that you can do.

Show me the way the ladies walk.

What blows the tall trees?

Can you spell well?

Spell fell.



Dame Trot and Her Cat.

Dame Trot chat or dark purr

Dame Trot and her cat

Sat down to chat.

The dame sat on this side,

The puss sat on that.

“Puss,” says the dame,

“Can you catch a rat,

Or a mouse in the dark?”

“Purr,” said the cat.

Pussy Cat, Sport.

neck every

Old Dame Trot had a cat. She called it Sport.

Wherever the dame went, there Sport went, too.

And there went the bell on Sport's neck.

One day, pussy was not to be found.

Dame Trot looked everywhere, but no pussy
did she see.

"Pussy, pussy!" she called.

But no pussy came.

A little boy came by.

"Did you see my cat, little boy?"

"No, but I think she is in the well.

Some one said a cat fell into the old well."

Dame Trot ran to the well.

She looked down, but saw no cat there.

“Ring! ring! ring!”

“Where is that bell?” said Dame Trot.

“It is my little cat’s bell.

Pussy! Where are you? Come here, Sport!”

Out of the barn walked pussy.

She had not been in the well at all.

“Oh, pussy, pussy! Where have you been?”

“Purr, purr, purr,” said the cat.

This means, “I have been in the barn.

I went to catch a rat or a mouse in the dark.

I would have had one, but this old bell
would ring!

It frightened the rats, and they all ran away.”

“Well, pussy, come home and we will have
a chat.

Is not a chat as good as a rat?”

(Silent Reading)

What did Old Dame Trot call her cat?

What did the cat have round her neck?

Where did pussy go one day?

Did Dame Trot know where Sport was?

What did she think when pussy was not to
be found?

What did she say to the little boy?

What did the little boy tell Dame Trot?

Did Dame Trot see pussy in the well?

Why not?

Why did pussy go to the dark barn?

Did she catch a rat or a mouse?

Why not?

What did "Purr, purr, purr," mean?

Do bells frighten rats?



Three Ships.

ships . sailing year's then pretty

I saw three ships come sailing by,
Come sailing by, come sailing by ;
I saw three ships come sailing by,
On New Year's day in the morning.

And what do you think was in them then?
Was in them then, was in them then ;
And what do you think was in them then?
On New Year's day in the morning.

Three pretty girls were in them then,
Were in them then, were in them then;
Three pretty girls were in them then,
On New Year's day in the morning.

I saw three ships come sailing in,
On New Year's day, on New Year's day;
I saw three ships come sailing in,
On New Year's day in the morning.



(An Exercise in Emphasis)

(To the teacher : Let one pupil read the question, and another the answer.)

Is this a bramble-bush?

No, it is a rose-bush.

Is this Willie's book?

No, that is May's book.

Did you give the two roses to mother?

No, I gave one rose to May and the other to
the queen.

Are you going to the barn?

No, I am coming from the barn.

Will you have this hat or that hat?

I will have this one.

Was the mouse on the chair?

No, the mouse was under the chair.

Will you stand here?

No, I will stand there.

The Red Birds.

four sun left alone none



Four little red birds singing in a tree,
One flew away, and then there were three.



Three little red birds singing to you,
One flew away, and then there were two.



Two little red birds singing in the sun,
One flew away, and then there was one.



One little red bird left all alone,
He flew away, and then there were none.



(Phonetic Exercise)

sun	would	is	but
f—	c—	h—	c—
r—	sh—		

One day Willie was playing in the sun.

He cut his shoe.

“That is not fun,” said he.

“Would you run to mother, May?”

“You should tell her,” said May.

“Do you think she could mend it?”

“Yes, I think she could.”

(Silent Reading)

how many

How many windows do you see?

How many boys are here to-day?

How many girls are here?

How many books have you in the desk?

How many shoes have you?

How many hands have you?

Hold your right hand up.

Hold your left hand up.

Run to the window.

Did you ever see ships sailing?

Is the sun bright to-day?

How many red birds were singing in the tree?

When one flew away, how many were left?

When two birds flew away, how many
were left?

When three birds flew away, how many
were left?

When four birds flew away, how many
were left?

How old are you?

The New Ship.

brook

like

“Mother, may I go to the brook to sail my new ship?” said Willie.

“Yes, my child; but are you going alone?

I think you should take May with you.

She would not like to be left at home alone.”

“Oh, mother, I would not think of doing that!

I like to take May everywhere I go.

May is coming with me.”

“Well, run away and have some fun with the new ship,” said mother.

“May, May! Are you coming?” called Willie.

“The sun is bright.

We shall have no rain to-day.

Come, we will have fun sailing the new ship.”

Away they ran to the brook.

How well the ship went sailing about!

"My ship looks like a pretty bird," said Willie.

"The sails look like wings."

"I think they look like snow," said May.

"Would you like to go sailing in my ship,
May?"

"No, I am too big," said May.

"If we were fairies, we could sail in my ship,"
said Willie.

"If I left my ship here all night, do you think
the fairies would go sailing in it?"

Willie left his ship on the brook all night.

But, if the fairies went sailing in it, Willie
did not know it.

Do you think they did?



The Fir-Tree and the Bramble.

fir poor axe wish use

A fir-tree and a bramble-bush grew side by side.

The fir-tree looked down on the little
bramble.

“Poor little bramble,” he said.

“You are of no use.

No one likes you.

Every one looks down on you.

I’m of some use.

I’m big and tall.

Every one likes me.

Every one looks up to me.

Do you not wish you were as tall as I?

Do you not wish you were a fir-tree?”

The bramble said, "No, I do not wish to be
a fir-tree.

See, here comes a man with an axe.

He will cut you down.

He will take you to town.

There you will be sold.

Do you not wish you were a little bramble?"

(Silent Reading)

Tell one thing you could cut with an axe.

Tell another thing you could cut with it.

Tell one thing that you wish you could have.

Tell one thing that you wish you could do.

Of what use is a fir-tree?

When do we take fir-trees into our homes?

Of what use are brambles?

Tell something that grows on brambles.

The Old Lion.

beasts den fox
lion tracks never



A lion had a big, dark
den.

Whenever he came out of his den, the other
beasts were frightened.

They all ran away.

By and by, the lion grew old.

He could not walk about.

He lay in his den all day.

“The poor lion cannot come out,” said the
other beasts.

“He is too old.

Some one should go and see the poor old lion.”

One beast went into the den, but he never came out again.

Then another beast went into the den, but he never came out.

Many beasts went into the den, but none ever came out.

One day a fox went to visit the old lion.

“Are you at home, old lion?” he called.

“Yes, come in, come right in,” said the lion.

The fox looked down at the ground.

He saw some tracks on the sand.

“Come in, come in and see me,” called the lion.

“Why do you not come in?”

I cannot come out to see you.

Do walk in.

I should like to chat with you.”

“No, thank you,” said the fox.

“I think I will not come in to-day.

I see some tracks out here on the sand.

They all go into the den.

I see no tracks coming out.

I think I will walk away.

Good-day, old lion.”



(Silent Reading)

What is a den?

Why were the other beasts frightened
when the lion came out of his den?

When he grew old, what did the lion do?

Why did the other beasts go into his den?

Why did none come out of his den?

What did the fox see in the sand?

What did the tracks tell the fox?

Why did the fox not go into the den?

Did the lion want to chat with the fox?

What did he want to do?

(Phonetic Drill)

met ever

l— n—

g— cl—

s—

It was just as the sun set.

A lion met a fox.

“Will you let me get by you?” said the fox.

“Never!” said the lion.

“All right,” said the fox, as he went the
other way.

The fox is a clever beast.

One Good Trick.

trick dogs am just

One day, a fox and a cat met under a tall tree.

“Good-morning, pussy,” said the fox.

“I saw some dogs as I came this way.

What will you do, pussy, if they come here.”

“Oh!” said pussy, “I am not clever like you. I know just one trick.

If I do not play that well, the dogs will catch me.”

“What is the one trick that you can play?” said the fox.

“I can run up this tall tree,” said pussy.

“Is that all you can do?” said the clever fox.

“Why! I know ever so many tricks.

If I do not wish to play one, I can play
many, many others.

No dogs can catch me.

I am too clever.

Are you not frightened to think you have
just one trick?

Oh! you poor little pussy!”

Just then the dogs came up.

The cat ran up the tree.

The dogs could not get her.

Her one trick was a good one.

The fox played one trick, then another, and
another.

I cannot tell you how many tricks he played.

But with all his tricks, he could not get away.



The Little Fish.

much fishing fish wise caught bite

A man went fishing and caught a little fish.

“Oh!” said the fish, “pray let me go.

Of what use am I?

I am too little to be caught.

Do let me go.

You may catch me

again some other

day when I grow

to be a big fish.”

“No, no,” said the

man.

“If I should let you

go to-day, you would not be caught again.



You will know too much to bite when you
grow to be a big fish.

You will grow wise as you grow old.”

(Silent Reading)

Tell three things that the fish said.

Tell why the man said he would not let the
fish go.

The Crow and the Cheese.

must	crow	piece	cheese
eyes	caw	opened	bill

A crow found a piece of cheese.

She flew with it to a tall tree.

A wise old fox saw her.

He wanted the cheese.

“That is too much cheese for a crow,” he
said.

“I would like a bite of it.

I must get it.

I think I know how to make the crow drop
that piece of cheese.”

He walked under the tree and looked up at
the crow.

“My good crow,” he said, “how pretty you
are!

What pretty wings you have!

How bright your eyes are!

They look like two diamonds.

The other birds say you cannot sing.

I know this is not true.

I know you can sing many sweet songs.

Do sing just one song to me.”

The crow liked what the clever fox said.

She wanted to show that she could sing a
sweet song.

“Caw! caw! caw! caw!” she called.

When she opened her bill to say “caw,” the
piece of cheese dropped to the ground.

The wise old fox caught it.

He ran away with the piece of cheese, and
left the crow in the tree.

(Silent Reading)

close door

I open the door.

I close the door.

I open my book.

I close my book.

I open my eyes.

I close my eyes.



The Moon.

shining lamp air their place face

Oh! look at the moon,

She is shining up there;

Oh! mother, she looks

Like a lamp in the air.

You shine on my playthings,

And show me their place,

And I love to look up

At your pretty bright face.

(Phonetic Exercise)

place air

f— f—

r— p—

Willie and May met face to face.

Willie had on a pair of new shoes.

May had on a pair, too.

“Will you run me a race?” said Willie.

“Here is a good place.”

“Yes, I will,” said May, “if you will be fair.”

What Willie Saw.

rabbit first jumped him time glad

I will tell you what I saw one day.

It was a bright morning.

The sun was shining; the birds were singing.

I sat under a big tree in the garden.

I looked to my right, and there was a pretty little rabbit.

I looked to my left, and there was a dog.

At first, the rabbit did not see the dog.

But when the rabbit did see him, — he ran!

The dog did not see the rabbit, but came to the place where I was sitting.

May's pussy was under the tree with me.

When she saw the dog, she jumped at him.

The dog just looked at her as if to say,

“Why! What is this?”

This gave the rabbit time to get away.

You may well think I was glad at that.



The Rabbit's Story.

story now eat myself seen for
One bright morning as I was going jump,
jump, around a big tree, I saw a cat under
the tree.

Now, I do not like cats.

I have been told they eat rats.

I am not a rat, I am glad to say.

But if they eat rats, why should they not eat
rabbits, too?

Well, I looked right at that cat.

She did not see me.

She was looking to the left.

Who could be there?

I looked, too.

What did my eyes see?

A dog! A big, big dog!

Now, cats are cats.

They may love rabbits; I cannot say.

But dogs!

When I saw that dog, I said to myself, "It will
be no fun for you, if that dog sees you."

I gave another look at him.

He looked as if he were about to jump and
run.

That is what I did.

I gave one jump; then I ran, I jumped; I
went just as if that dog had seen me;
as if the cat were going to tell the dog
about a pretty rabbit she had seen.

I am here to tell this story.

I think the dog did not see me, and the cat
did not tell the dog I was there.

That is all I have to say.

A Dewdrop.

gem star grass lie sky believe

Little drop of dew,

Like a gem you are;

I believe that you

Must have been a star.

When the day is bright,

On the grass you lie;

Tell me then, at night

Are you in the sky?

(Exercise in Emphasis)

The dewdrop looks like a gem.

I think it looks like a diamond.

The dewdrop shines like a star.

In daytime the dew is on the grass.

Where is it at night?

(Dialogue)

guess

won't

buy

money

hole

pocket



First Boy: Guess what
I have in my pocket.

Second Boy: I can't guess.
Tell me, won't you?

First Boy: No, you
will have to guess.

Second Boy: Well, then, who gave it to you?

First Boy: No one gave it to me.

Second Boy: Where did you buy it?

First Boy: I did not buy it.

Second Boy: How did you get it?

First Boy: I found it.

Second Boy: How did it get into your pocket?

First Boy: It just grew there.

Second Boy: Is it round?

First Boy: Yes, it is round.

Second Boy: Is it a ball?

First Boy: No, it is not a ball.

Second Boy: Can you spend it?

First Boy: No, I cannot spend it. It is
not money.

Second Boy: Tell me, won't you?

First Boy: No, you must guess.

Second Boy: Is it good to eat?

First Boy: No, I cannot eat it.

Second Boy: What is it good for?

First Boy: It is not good at all.

Second Boy: I don't believe you have a thing
in your pocket.

First Boy: Yes, I have, too!

Second Boy: Will you give it to me if I
guess it?

First Boy: It won't come out of my pocket.

Second Boy: I can't guess it.

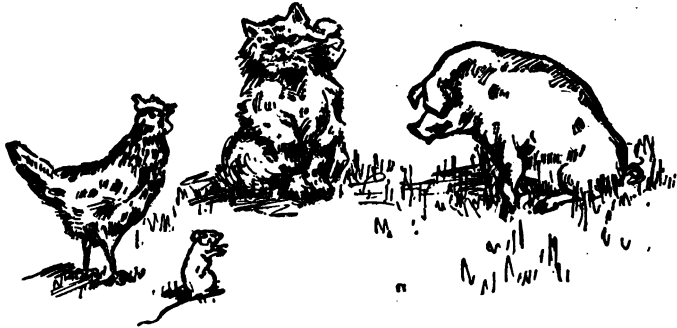
First Boy: Do you give it up?

Second Boy: Yes. What is it?

First Boy: It's a hole.

The Little Red Hen.

back bread made



The little red hen found a grain of wheat.

“Who will plant this wheat?” she said.

The rat said, "I won't!"

The cat said, "I won't!"

The pig said, "I won't!"

"I will, then," said the little red hen. And
she did. And the wheat grew tall.

"Who will cut this wheat?" said the little
red hen.

The rat said, "I won't!"

The cat said, "I won't!"

The pig said, "I won't!"

"I will, then," said the little red hen. And
she did.

"Now, who will take this wheat to the mill
to be ground into flour?" said the little
red hen.

The rat said, "I won't!"

The cat said, "I won't!"

The pig said, "I won't!"

"I will, then," said the little red hen. And
she did.

When she came back with the flour, she
said, "Who will make this flour into
bread?"

The rat said, "I won't!"

The cat said, "I won't!"

The pig said, "I won't!"

"I will, then," said the little red hen. And
she did.

When the bread was made, she said, "Who
will eat this bread?"

"I will!" said the rat.

“I will!” said the cat.

“I will!” said the pig.

“No, you won’t,” said the little red hen, “for
I am going to do that myself.” And
she did.

(Phonetic Drill)

rain	eat	will	our	big
g—	wh—	m—	fl—	p—

Help One Another.

(Memorize)

“Help one another,” a grain of sand,
Said to another grain close at hand;
“The wind may carry me over the sea,
And then, oh, what will become of me?
But come, my brother, give me your hand,
We’ll build a mountain and then we’ll stand.”

wind	carry	mountain
close	build	help

Giving.

(Memorize)

And this, if you have but little,
Is what I would say to you;
Make all you can of that little —
Do all the good you can do.

Loving.

(Memorize)

He prayeth well, who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

both	best	dear	great
small	God	prayeth	

WORD LIST OF THE BEGINNERS' PRIMER

WITH PAGE REFERENCES.

A a, 3 about, 6 again, 58 air, 108 all, 54 alone, 90 am, 101 an, 44 and, 40 another, 60 are, 7 as, 20 at, 54 away, 48 axe, 95	big, 20 bill, 105 bird, 1 bite, 104 blow, 82 book, 24 both, 120 bough, 75 boy, 16 bramble, 57 bread, 117 bright, 77 bring, 82 brook, 93 brother, 60 build, 119 bush, 57 but, 71 buy, 114 by, 49	clever, 100 close, 107 clothes, 57 cold, 57 come, 65 could, 91 crow, 105 cut, 91	F face, 108 fair, 109 fairies, 79 fall, 54 fan, 45 fed, 77 fell, 82 fir, 95 first, 109 fish, 104 fishing, 104 flew, 43 flour, 119 for, 111 found, 60 four, 90 fox, 97 frightened, 50 from, 65 frosty, 57 fun, 91	gold, 60 good, 61 grain, 119 grass, 113 great, 120 grew, 61 ground, 60 grow, 61 guess, 114
B back, 117 ball, 54 band, 45 barn, 44 bat, 54 be, 53 beasts, 97 became, 80 bed, 77 bee, 77 been, 16 begins, 81 believe, 113 bell, 82 bend, 63 beside, 80 best, 120	C call, 54 came, 12 can, 45 cannot, 66 carry, 119 cat, 43 catch, 43 caught, 104 caw, 105 chair, 50 chat, 83 cheese, 105 child, 46 choose, 53	D dame, 83 dance, 79 dark, 83 day, 28 dear, 120 den, 97 desk, 32 dew, 77 diamond, 20 did, 16 do, 41 dog, 101 door, 107 doth, 81 down, 40 drops, 68 dry, 57	G garden, 7 gather, 12 gave, 20 gem, 113 gentlemen, 57 get, 100 girl, 12 give, 20 glad, 109 go, 29 God, 120 going, 33	H had, 58 hall, 54 hand, 45 has, 25 hat, 54 have, 16 hay, 28 he, 25 help, 119 hen, 117 her, 50 here, 37 him, 109 his, 91 hold, 60 hole, 114 home, 146 how, 91
	E eat, 111 end, 60 ever, 41 every, 84 eyes, 105	I I, 12 if, 33 I'm, 33 in, 4 is, 4 it, 32		

J
jump, 109
just, 101

K
know, 75

L
ladies, 57
lamp, 108
land, 45
lay, 28
left, 90
let, 100
lie, 113
light, 77
like, 93
lion, 97
little, 1
London, 40
look, 61

M
made, 117
make, 33
man, 45
many, 91
mat, 54
may, 25
me, 2
meadow, 33
mean, 71
mend, 57
met, 100
mill, 119
money, 114
moon, 75
morning, 57
mother, 29
mountain, 119
mouse, 46
mowing, 33

much, 104
must, 105
my, 20
myself, 111

N
neck, 84
never, 97
new, 58
night, 77
no, 51
none, 90
not, 37
now, 111

O
of, 71
Oh, 71
old, 60
on, 7
one, 79
opened, 105
or, 83
other, 60
our, 57
out, 43
owl, 44

P
pair, 109
pan, 45
panes, 68
piece, 105
pig, 119
pin, 54
pitter-patter, 68
place, 108
plant, 61
play, 28
pocket, 114
poor, 95
pray, 120
pretty, 87

purr, 83
pussy, 50

Q
queen, 20

R
rabbit, 109
race, 109
rain, 65
ran, 43
rat, 54
red, 4
right, 77
ring, 82
roses, 6
round, 57
run, 91

S
said, 12
sailing, 87
sand, 45
sat, 54
saw, 37
say, 27
see, 33
seen, 111
send, 60
set, 100
she, 20
shining, 108
ships, 87
shoe, 20
should, 91
show, 82
side, 71
sing, 1
sky, 113
sled, 77
small, 120
snow, 82
sold, 60

some, 44
song, 3
speak, 68
spell, 82
spend, 60
spin, 54
sport, 81
stand, 45
star, 113
story, 109
sun, 90
swing, 8

T
take, 53
tall, 8
tan, 48
tell, 71
thank, 25
that, 71
the, 1
their, 108
them, 33
then, 87
there, 44
they, 41
thing, 82
think, 41
this, 39
three, 77
time, 109
tin, 54
to, 2
to-day, 66
told, 60
too, 25
town, 40
tracks, 97
tree, 4
tree-tops, 8
trick, 101
trip, 81
trot, 83
two, 75

U
under, 25
up, 40
us, 121
use, 95

V
visit, 50

W
walk, 57
wall, 7
want, 65
was, 22
wash, 57
way, 28
we, 34
well, 82
were, 70
went, 37
what, 19
wheat, 119
when, 75
where, 15
who, 11
why, 71
will, 29
Willie, 29
wind, 119
window, 65
wing, 82
wink, 75
wise, 104
wish, 95
with, 29
won't, 114
would, 75

Y
year, 87
yes, 51
you, 16

TO THE TEACHER

The child must think intelligently before he can read intelligently. The underlying aim in preparing *The Beginners' Primer* has been to provide a book which will help the child to learn to read intelligently, by giving him stories which he can understand and enjoy.

SUBJECT MATTER

The subject matter is within the range of the experiences of children in the first year. The rhymes and stories used have been gathered from the world's store of child lore — Mother Goose, folk stories, fables, etc. Also verses have been selected from the following authors: Mrs. Ann Hawshaw ("The Little Raindrops," page 71); John Lyly ("The Fairies' Song," page 81); Eliza Lee Follen ("The Moon," page 108); Frank Dempster Sherman ("A Dewdrop," page 113); Phoebe Cary ("Giving"), and Samuel Taylor Coleridge ("Loving," page 120).

The sentences are intentionally kept short in order that the pupil may grasp the whole thought without being hampered by many words. The pupil should be required to read each sentence through silently, and not until he has mastered the thought and its form of expression should he be allowed to read it aloud.

With a view to helping the pupil form the habit of thinking accurately and clearly before reading aloud, various exercises are suggested in the *Primer*. Many of these exercises are given under the heading "Silent Reading." These exercises vary, calling for greater and greater independence on the part of the pupil. One class of exercises, such as that found on page 11, requires the pupil to read a question silently, then answer it aloud. Of course only the intelligent understanding of the question will make it possible for the pupil to frame an intelligent answer. Again (see

page 24), the child reads silently a sentence containing a direction or a command; he carries out the requirement, and then reads the sentence aloud. Later, the questions under "Silent Reading" call for a connected reproduction of the whole story that has been read.

Get the child to think the thought clearly, and he will express it intelligently, and not form the habit of "calling words."

Some simple exercises in emphasis are given in the Primer. These are merely suggestive, and show how emphasis may be taught, — not mechanically by calling attention to the "strong word" or the "loud word," but by means of simple questions that require the pupil to give intelligent answers that illustrate the different kinds of emphasis.

All the stories abound in conversation. Some of them are written entirely in dialogue form, for it is a well-established fact that the conversational rather than the narrative form makes a strong appeal to the child's interest, and lends itself to expressive reading.

VOCABULARY

The vocabulary is made up of words already in the child's oral vocabulary. The growth of the reading vocabulary is very gradual. Only a few new words are introduced in each lesson. Each word is repeated as often as is necessary to fix it thoroughly without sacrificing sense to mere repetition.

The new words are listed at the head of each lesson, but it is suggested that the words be kept on the blackboard or on cards for constant review and drill.

Several exercises in forming the plurals and regular endings of words are given from time to time. These are merely suggestive, and should be supplemented by additional work on the blackboard.

Such words as "who," "what," and "where," that always prove stumbling blocks to beginners, have been introduced one at a time, and used over and over in many sentences to fix them.

If the poems marked "To be memorized before reading" are thoroughly mastered, the teacher and pupils will escape much of the drudgery of mechanical word drills in learning the new words introduced in these rhymes.

DRAMATIZATION

Dramatizing prepares the pupil to read understandingly and expressively. The child, in dramatizing, becomes, for a time, the actor. Instead of reading what an actor in the story does or says, he does and says the things himself. Then when he comes to read of these sayings and doings from the printed page, he gives them back as personal experiences. This is true reading.

The rhymes on pages 20, 33, 40, 44, 50, 55, 83, and 90 are especially well suited for dramatization in the first grade. The chief mistake made in dramatizing is this,—the teacher strives for a too elaborate production. This defeats the true aim of the exercise, as it kills the spontaneity, enthusiasm, and originality of the child. To illustrate just how simple this work may be kept, let us see how some of these rhymes have been dramatized in the classroom.

The rhyme on page 33 has been memorized and the children proceed to dramatize it. A little boy is chosen for Willie. Willie selects a pointer for a rake. With his rake over his shoulder, he walks across the floor. The children at their seats ask,—

“Willie boy, Willie boy, where are you going?
I will go with you if I may.”

Willie stops, faces them and answers,—

“I’m going to the meadow to see them a-mowing.
I’m going to see them make the hay.”

He makes his answer more emphatic by pointing to an imaginary meadow, and by illustrating with his rake how he will help in the hay field.

The rhyme on page 44 is a great favorite with first year children. Two children are chosen, one to represent the owl, the other the little boy in the rhyme. The owl hides behind a door, screen, or desk. While the children at their seats repeat,—

“There was a little boy went into a barn,
And lay down on some hay;
An owl came out and flew about,
And the little boy ran away.”

The little boy walks slowly, as if very sleepy, to the barn (place where owl is hidden) and lies down. The owl flies out calling, "Whoo! whoo! whoo!" and the little boy jumps up and runs screaming to his seat. The other rhymes and several of the prose selections may be treated just as simply.

SEAT WORK

The phonetic exercises contained in the Primer provide suitable seat work for the children. At first they may reconstruct the series with their word builders, later they can write the complete words.

In the phonetic exercises consisting of words containing little words, such as the exercise on page 48, the teacher may hektograph lists of words. The children soon acquire skill in studying them, finding the little words and underlining each in pencil.

Other exercises, with suggestions for application, are given in the Primer.

REVIEWS

Frequent reviews are a feature of this Primer. They are given, not merely to test the pupil's knowledge, but by giving him an opportunity to use the power he has acquired, to give him confidence in himself; pleasure in his achievement, and courage to attack the next new thing.

